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Department of Religious Education



LIBRARY BUILDING, FARGO COLLEGE, FARGO, NORTH DAKOTA

Announcement

FARGO COLLEGE exists as a college by reason of its being a distinctly Christian institution. In its daily chapel service, its Christian organizations, and especially in the spirit of faculty and students, that element is given emphasis. Numerous courses bearing upon the social, literary, and historical teachings of the Bible are established in the curriculum.

The college is peculiarly pleased, however, to announce to the public the final corelation of these activities and their expansion in our new department of Biblical Instruction. It is hoped that this department will give expression to what we have long desired and satisfy a great need in the religious life of the community. That this will result is fully expected by all who know the work of Dr. Stearns, to whom this activity is entrusted. We bespeak for this department the heartiest co-operation of all who are interested in Bible study and the college is proud to present such a strong prospectus under a man of such ability.

Purpose

It is not the purpose of the College to start a theological seminary, but in response to a widely felt need and demand, to provide courses in religious and moral education. Four classes of students are especially provided for:

(1) the lay worker seeking increased efficiency; (2) the student preparing for professional studies in seminary, association, or other training school; (3) the worker desiring supplemental training or seeking up-to-date methods; and (4) all wishing to participate more intelligently in the moral and religious activities of home, church, and community.

Advantages

Students in this department enjoy the advantages of training by a corps of skilled and experienced instructors and of association with teachers and students of college rank.

Excellent library privileges are afforded. Six libraries, college and public, are available. By co-operation in purchase and exchange, thus supplementing one another, these libraries are able to render excellent service to all interested.

Fargo is the religious center of North Dakota. All the leading denominations are represented. Large and flourishing Christian Associations afford wide scope for effort as do many other religious and philanthropic agencies. College and town are in full accord and sympathy and students have ample facilities for acquiring practical experience while pursuing their studies. Teachers and helpers in every form of Christian work are in constant demand and every encouragement is offered students seeking to combine study and actual experience. The learner may work with and under the direction of trained teachers, pastors, secretaries, and other successful workers and organizers.

It may be added that Fargo is the railroad center of North Dakota, and there is thus afforded direct and easy access to every part of the state. It is even possible for those unable to be in constant residence to take work by attendance on days when their particular courses are given.

Courses of Instruction

The regular course leading to full certificate involves sixty-four hours of credit work, of which thirty-two hours must be selected from Group I. The balance may be made up in Group II.

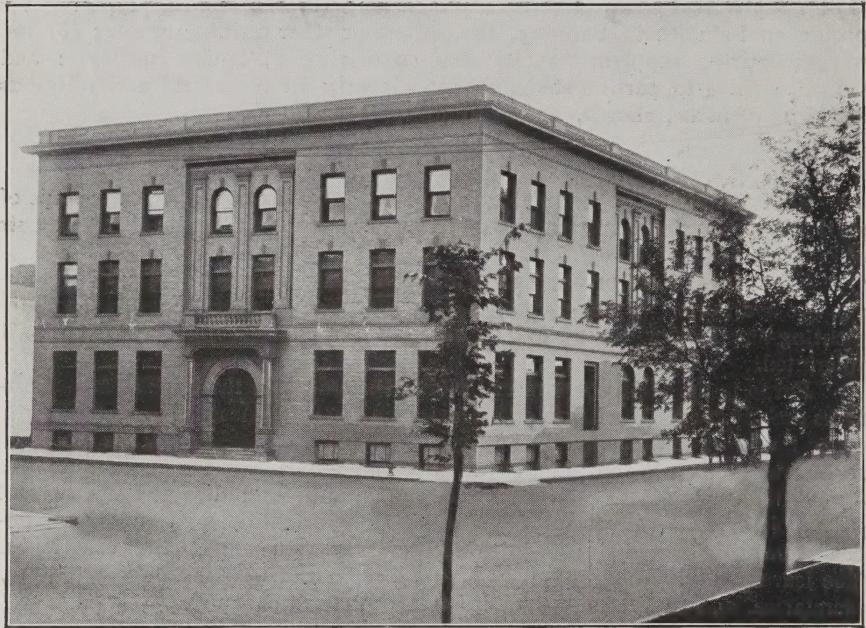
GROUP I.

On completion of thirty-two semester hours of the work listed under the department of religious education, graduates of any standard College of Liberal Arts will be granted a certificate in Religious Education. This work must be distributed as follows:

1. Biblical History and Literature. 11 hours.
2. Philosophy and Education. 9 hours.
3. Sociology and Ethics. 6 hours.
4. Public Speaking. 2 hours.
5. Four hours to be selected from the departments of Religious Art and Music.

GROUP II.

Selected courses from the several college departments. In a state where so many nationalities are represented, we urge consideration of the courses offered in the modern languages.



YOUNG MEN'S CHRISTIAN ASSOCIATION BUILDING, FARGO, N. D.

(Outline of Courses

NOTE—Numbers of courses correspond to numbers in college catalog.

1-2. OLD TESTAMENT HISTORY, political and social. (a) History of the Hebrews from the earliest times; (b) political and social movements, their causes and results; (c) the literature of the Old Testament and the development of social and ethical ideas. Based on the study of the Old Testament books in the light of contemporary records; Kent's Hebrew History and Mathew's New Testament Times. 2 hours.

3. HISTORY OF THE EARLY CHURCH, with a survey of the literature of the New Testament and of the social and ethical teachings of Jesus and of the New Testament writers. 2 hours. A study of the book of Acts with survey of other New Testament writings. Historical and literary problems.

4. HISTORY OF THE ENGLISH BIBLE, the several versions, and the manner of their transmission. Some text as Price's Ancestry of the English Bible will form the basis of the course.

9. LITERATURE OF THE BIBLE. A study of the Authorized Version as the greatest monument of English Literature. Special attention is given to the narrative and poetry of the Old Testament. 2 hours.

10. A continuation of Course 9. Special attention to the Epistles.

11. GREEK NEW TESTAMENT. This course comprises the thorough study of the entire Gospel of John. It aims at the acquisition of vocabulary and the general principles of grammar. 2 hours.

Education

1. ELEMENTARY PSYCHOLOGY. For intending teachers. See Philosophy
1a. 2 hours.

2. ELEMENTARY PEDAGOGY. The organization and curriculum, educational values, how to study, and other practical problems will be discussed. Presupposes a course in elementary Psychology, and is open to all college students, and may be taken by mature students not of college rank by special arrangement. 2 hours.

4. PSYCHOLOGY FOR TEACHERS. A supplement to, and continuation of Philosophy 1, or college Psychology. Horne's "Psychological Principles of Education" has been used as the text, supplemented by other works. 3 hours.

8. PHILOSOPHY OF EDUCATION. Advanced Pedagogy. A course in the theory and art of teaching, based on psychological and ethical principles. Horne's "Philosophy of Education" has been the basal text, supplemented by some such work as Butler's "Meaning of Education" or King's "Rational Living." Open primarily to seniors only. Presupposes considerable study of Philosophy. 3 hours.

9 and 10. RELIGIOUS EDUCATION. A course having in mind the preparation of teachers and leaders in religious education. The work will be varied from year to year, so that those who desire may take it with profit two successive years. It will aim to give such knowledge of Biblical History, Sociology, and Ethics, and of the religious nature of man as every leader in religious work should have. It is open only to mature and advanced students. When supplemented by Philosophy 1, 9 and 10, by Political Science 6, (Sociology) and by courses 4 and 8 above, it affords a good introductory training for the Christian minister, the Y. M. C. A. secretary, and the Christian worker and teacher generally. 2 hours per week throughout the year.

Philosophy

1a. ELEMENTARY PSYCHOLOGY. An introductory course for intending teachers, open to all students of college rank, and to others of maturity by special arrangement. It is required for those preparing to teach music and art, (see those departments), and forms a good preparation for the more difficult advanced course in Psychology next described. 2 hours.

1. PSYCHOLOGY. A general introductory course, of a more advanced nature, required of all who take a college degree. It is the necessary basis for all advanced work in Philosophy and should be taken in the sophomore year by those who desire to major or specialize in philosophy. James' Psychology, Briefer Course, or Angell's Psychology. 3 hours.

2. ADVANCED PSYCHOLOGY. Designed as a continuation of Course 1. It is often given as a course for teachers, in which case it is synonymous with Education 4. It may, however, be given as a study of the more difficult problems of theoretical Psychology. 3 hours.

3. CONSTRUCTIVE ETHICS. The aim of this course, as of Courses 9 and 10, is to aid the student in finding for himself the basal constructive principles for a satisfactory working philosophy of life. Prerequisite, Course 1. Paulsen's Ethics has been the text book the past three years, but the text is varied frequently. 3 hours.

9. PHILOSOPHY OF EVOLUTION. The modern theory of evolution will be critically examined and its significance for modern thinking pointed out. La Conte's "Evolution and its Relation to Religious Thought" and Bergson's "Creative Evolution" will afford the textual basis for class discussion. At least a general, introductory acquaintance with the science of Biology is indispensable, together with a reasonable familiarity with the methods and results of natural science. Presupposes Courses 1 and 3. 2 hours.

10. LIFE AS A PRACTICAL PROBLEM. The fundamental principles at the basis of a working philosophy of life are pointed out and discussed. The religious aspect of such a life is specially emphasized, and the arguments for the superior claims of the Christian religion considered. Some such works as King's "Reconstruction in Theology" and "Rational Living" and Coe's "Religion of a Mature Mind" are made the basis for discussion. For Seniors. 2 hours.

Sociology

6. SOCIOLOGY. Principles of Social Evolution. A study of the development of the various forms of human association with special consideration of the influence of Natural Selection, Competition, Combination, and Co-operation on social progress. Dealey's Sociology is being used. 3 hours.

Public Speaking

1. EXTEMPORE SPEAKING. Close analysis of the thought, rhetoric, and expression of extempore speech with constant practice and study of models. Adaptation of speech to wide variety of subjects, occasions, and audiences. 2 hours.

2. Continuation of 1. 2 hours.

3. ARGUMENTATION. Study of the principles of evidence, analysis, brief drawing, written and oral forensics. Theoretical work supplemented by practice in debate and application to practical usage. Baker's Revised Principles of Argumentation and supplementary reading. 3 hours.

4. Continuation of Course 3. 3 hours.

5. ORATORY. The history of oratory as a preliminary to practice writing and speaking. Modern oratory in relation to modern problems, and the individual development of the student in appreciation and power. 2 hours.

Christian Missions and Modern Religious Movements

Under this head a series of lectures will be given with opportunities for collateral reading.

Religious Art and Music

2. HISTORY OF PAINTING. Early Christian and Byzantine mosaics; the rise of painting in Italy with special attention given to the period of the Renaissance; a brief survey of the development of painting in Germany, Flanders, Spain and England; the model schools. A large number of prints are used to illustrate this course. The great masters and a few of their master-pieces are chosen for special study as representatives of the various schools. 2 hours.

3. ROMAN ANTIQUITIES. Study of the private life of the Romans. Informal lectures illustrated by photographs. The following subjects are considered: The Roman family, marriage, slavery, the Roman house and its furniture; the Roman home life, food, dress, baths, games and amusements, education, books, travel, death, burial, etc. A knowledge of Latin is not essential. 3 hours.

4. ROMAN ARCHAEOLOGY. The Topography and Monuments of Ancient Rome and of Pompeii. Informal lectures illustrated by photographs. A knowledge of Latin is not essential. (Not offered in 1912-13). 2 hours.

5. CHURCH MUSIC.

Practice Teaching and Training in Methods

1. PRACTICE IN ACTUAL CLASS ROOM TEACHING. In order to give pupils skill in actual teaching they are placed in charge of classes in the various departments of the city Sunday Schools under capable supervision. Teaching plans are approved, and helpful criticism is given.

2. A STUDY OF CITY INSTITUTE PROBLEMS. Students who are preparing to conduct City Institutes are given a lecture each week on the problems of organization and management of the city teacher-training institutes. Some observation work will be afforded under capable supervision.

Short Courses

To accommodate those who may not be able to attend an entire semester, the work of many of the courses offered is so arranged as to permit any desiring, to take the first or second half of a semester, credit for the amount of work done being given on the certificate in Religious Education.

Lecture Courses

From time to time series of lectures are given on subjects of interest to students in this department. To these lectures visitors are always welcome.

1. ISRAEL AND THE NATIONS. The land of Israel and adjacent countries in the light of recent discoveries. Stereopticon. Five lectures.

2. INTRODUCTION TO RELIGIOUS EDUCATION. These lectures will define the several fields of study and acquaint the student with the best books, equipment, and the means for procuring the same.



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WHY FARGO COLLEGE?

BECAUSE:

It is the biggest little College in the West.

It offers courses leading to the A. B. and B. S. and Masters' degrees.

Its graduates are in demand.

Its tuition is comparatively low.

It is favorably situated, being easily accessible from all parts of North Dakota and neighboring states.

It offers numerous opportunities to self-supporting students.

Its students are admitted to Eastern Universities without examination.

It has an exceptional record in oratory, literary work, and athletics.

Its spirit is helpful and progressive.

The College Offers the Following Special Courses:

Journalism, a two-years' Pre-Medical Course, Art, Religious Education, Commercial Branches, and Dramatic Art.

A full College Preparatory department.

The Fargo Conservatory of Music is an important department of Fargo College. Thorough and systematic instruction is given in all branches of music.

For catalogue and other information, address

CHARLES C. CREEGAN, PRESIDENT, FARGO, N. D.